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1908/09

Sweet Briar College

SWEET BRIAR, VIRGINIA

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

1908-1909

The Third Year Book

OF

Sweet Briar College

SWEET BRIAR, VIRGINIA

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE

1908-1909

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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CALENDAR—1909

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COLLEGE CALENDAR

1908.

September 17th—Opening of third college year, entrance examinations, and registration.

November 28th—Thanksgiving holiday.

December 17th to January 5th, 1909—Christmas recess.

1909.

January 26th to 30th—Mid-year examinations.

February 2nd—Opening of the second semester.

April 9th to 13th—Easter recess.

May 25th to 29th—Final examinations.

May 30th to June 1st—Final exercises.

September 21st and 22nd—Opening of fourth college year, entrance examinations, and registration.

September 23rd—Beginning of regular college work.

November 25th—Thanksgiving holiday.

December 17th to January 4th, 1910—Christmas recess.

1910.

January 25th to 29th—Mid-year examinations.

February 1st—Opening of second semester.

BOARD OF DIRECTORS

Rt. Rev. A. M. RANDOLPH, LL. D., D. C. L., President
Norfolk, Va.

Mr. N. C. MANSON, Jr., Chairman Executive Committee
Lynchburg, Va.

Rev. ARTHUR P. GRAY, Secretary
Amherst, Va.

Judge LEGH R. WATTS
Portsmouth, Va.

Rev. CARL E. GRAMMER, S. T. D.
Philadelphia, Pa.

Mr. FERGUS REID
Norfolk, Va.

Mr. CHARLES E. HEALD
Lynchburg, Va.

EDUCATIONAL COMMITTEE

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Norfolk, Va.

Rev. ARTHUR P. GRAY, Secretary
Amherst, Va.

Rev. CARL E. GRAMMER, S. T. D.
Philadelphia, Pa.

EXECUTIVE COMMITTEE

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Lynchburg, Va.

Judge LEGH R. WATTS
Portsmouth, Va.

Mr. FERGUS REID
Norfolk, Va.

Mr. CHARLES E. HEALD
Lynchburg, Va.

OFFICERS OF INSTRUCTION AND ADMINISTRATION

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A. B., Vassar College; Ph. D., Yale University

President and Professor of Philosophy and Psychology

JOHN M. McBRYDE, JR.

A. B. and A. M., University of South Carolina; Ph. D., Johns Hopkins University

Professor of English

J. MITCHELL HUMPHREYS

University of Virginia; A. M. and Ph. D., University of Rostock

Professor of Modern Languages

MARY HARLEY

M. D., Woman's Medical College of the N. Y. Infirmary

Physician to the College and
Professor of Physiology and Hygiene

DONALD WALTON DAVIS

A. B., Harvard University

Professor of Biology

WALLACE EUGENE ROLLINS

A. B., University of North Carolina; B. D., Yale University

Professor of Biblical Literature, and Chaplain to the College

S. G. PATTESON

B. S., Teachers College, Columbia University

Associate Professor of Mathematics

HELEN F. YOUNG

Pupil of Teichmüller in Leipzig for five years, of Schreck, and of other German and American Musicians

Director of Music

VIRGINIA RANDALL McLAWS

Student in the Charcoal Club of Baltimore; student and teacher in the New York School of Art

Director of Art

JESSAMINE CHAPMAN

B. S., Teachers College, Columbia University

Instructor in Domestic Science

CAROLINE LAMBERT SPARROW

A. B., Woman's College of Baltimore; A. M., Cornell University

Instructor in History

ANNA LEWIS COLE

A. B. and A. M., Woman's College of Baltimore; Student in English and French at the Sorbonne, Paris

Instructor in French

ETHEL CUSHING GARDNER

Pupil of William Mason of New York, and of Godowsky and Kaun in Berlin

Instructor in Music

NORA BLANDING FRASER

A. B., Cornell University

Instructor in Latin

CONNIE M. GUION

A. B., Wellesley College

Instructor in Chemistry

MARTHA PLAISTED

A. B., Bryn Mawr College

Instructor in English

HELEN COLLINS ROLLINS

Pupil of German musicians in Dresden; pupil of Xaver Scharwenka, and teacher in his conservatory in New York

Instructor in Music

KATHERINE ELEANOR SALTER

Pupil of Madame Salisbury in Boston

Instructor in Vocal Music

WILLIAM BLAND DEW

Treasurer and Business Manager

L. MAY ELDER

A. B., Simmons College

Superintendent of the Housekeeping Department

FANNIE CARROLL

In charge of Sweet Briar House, and of the Tea House

FACULTY COMMITTEES

Committee on Entrance Work and Course of Study—The President, chairman; Miss Patteson, Miss Sparrow, Dr. McBryde, Mr. Davis.

Committee on the Library—Miss Cole, chairman; Dr. McBryde, Miss Chapman.

Committee on Student Publications—Dr. McBryde, chairman; Miss Sparrow, Miss Plaisted.

Committee on Dramatic Work—Dr. McBryde, chairman; Miss Guion, Miss Plaisted.

Committee on Athletics—Dr. Harley, chairman; Dr. Humphreys, Mr. Davis, Miss Guion, Miss Plaisted.

HISTORY

The school was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the state of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish and shall maintain and carry on upon the said plantation a school or seminary to be known as the 'Sweet Briar Institute' for the education of white girls and young women. It shall be the general scope and ob-

ject of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The school was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

At their first meeting, held in March, 1901, the Board of Directors formulated the policy of the school in the following paper: "Untrammeled by state or denominational control, or by the testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monument to the liberality of its founder and the first among the establishments for female education in the state and the south. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto over-

looked and neglected. In the north the demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the west and south the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the south carefully formulated courses of study leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number

at first, will be added to as the growth and development of the institution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on."

Though the founder was an Episcopalian and named Episcopalians as trustees, she made no conditions as to the denominational character of the school; and the Directors decided that the school should be non-denominational.

Immediately after the organization of the school, plans for its material equipment were made and carried out. By the bequest of the founder, the school owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

The school buildings proper were designed by a leading firm of Boston architects. Plans were made for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a chapel and a refectory, and one academic, containing the academic building proper, the art building, the library, science hall, in-

dustrial building and gymnasium. Of the plant, four buildings were erected before the opening of the college; these are, the academic building, two dormitories, and the refectory. A third dormitory was erected in 1908, and was occupied in September of that year. In addition to these, there are four houses for the residence of the teachers, a steam laundry, a cold storage house and creamery, and a power house. The buildings are heated by steam and lighted by electricity.

In connection with the school a farm is maintained which supplies fruits and vegetables; and a dairy furnishes rich milk, cream and other dairy products.

EQUIPMENT

Sweet Briar possesses natural and artistic advantages which belong to few schools. Situated among the Blue Ridge Mountains, one thousand feet above the sea level, the school is in a healthful and invigorating climate, neither too rigorous nor too enervating. With a group of buildings in harmony with each other and with the surroundings, the effect is most pleasing. From the buildings, the view is extensive and beautiful; the range of the Blue Ridge stretches away in full sight for nearly a hundred miles, and the rolling country about is very attractive.

As the grounds around the school, about three thousand acres, are owned by the institution, it has an unusual opportunity to control surrounding conditions.

Out-of-door sports form an important part of the school life. A large lake gives opportunity for rowing and skating; there are tennis courts, basket-ball grounds, hockey fields, and a golf course.

The dormitories are furnished comfortably and attractively, and have every modern convenience. Rooms are arranged in suites, where two girls have three rooms; there are also some rooms where two girls occupy one room; and there are some single rooms. Each dormitory has its reception room for social gatherings.

The academic building contains large, well lighted class rooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are supplied with everything necessary for the courses in science offered in the curriculum. In this building is a reading room in which are found current magazines and newspapers, and a library of a thousand volumes.

AIM

The aim of the school is to be a college of the first rank. The requirements for admission to the collegiate work and the conditions of graduation are high —fully equal to those of other colleges of the first rank. There are sub-freshman classes which cover work corresponding to that done in the last two years of a four years' high school course.

REQUIREMENTS FOR ADMISSION

ADMISSION TO THE SUB-FRESHMAN CLASS

Students are admitted to the sub-freshman class without examination upon the presentation of statements from preparatory schools showing that they have satisfactorily completed at least two years of high school work. The work that should be completed before entrance to the sub-freshman class is as follows:

English—Some reading of American or English classics, grammar, and composition.

History.—Elementary work in English, French, Ancient, or United States history.

Mathematics.—One year of algebra.

Latin.—One year of Latin grammar. Four books of Cæsar's Gallic war.

It is desirable that a student should have had one year of either French or German, but one of these languages may be begun in the sub-freshman class.

ADMISSION TO THE FRESHMAN CLASS

Applicants for admission to the freshman class must be at least sixteen years of age and must offer work amounting to fifteen units* as follows:

English, three units.

History, one unit;

Mathematics, three units;

*A unit means a year's work, of five recitations a week.

Latin, four units;

Second language, three units;

French (maximum), or German (maximum), or Greek.

Third language or science, one unit.

German (minimum), or French (minimum), or Physics, or Chemistry, or Botany.

Candidates will not be admitted to the freshman class if conditioned in more than two subjects.

In detail the requirements* are:

ENGLISH (3 Units)

(a) Reading.—A certain number of books are set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of the examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from

*These requirements correspond in every essential detail with those adopted by the New England and Middle States Association of Colleges and Preparatory Schools. Teachers, parents, and candidates for admission to any of the leading colleges north and south will do well to procure copies of the documents issued by the College Entrance Examination Board, Post Office Sub-Station 84, New York. These pamphlets give detailed information as to the requirements for admission to all the foremost colleges of the country. Much of what follows is taken from Document No. 20.

The question papers set at the examinations of each year are published in book form by Ginn & Company, Boston. The volumes, which may be obtained through any bookseller, are sold at 60 cents each. If ordered direct from the publishers, five cents additional should be remitted for postage.

a considerable number, perhaps ten or fifteen, given in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. The candidate is expected to read intelligently all the books prescribed. She is required not to know them minutely, but to have fresh in mind their most important parts. In every case knowledge of the book will be regarded as less important than the ability to write good English. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

The books prescribed for this part of the examination are:

Group I. (Two to be selected.)—Shakespeare's *As You Like It, Henry V, Julius Cæsar, Merchant of Venice, Twelfth Night.*

Group II. (One to be selected.)—Bacon's *Essays;* Bunyan's *Pilgrim's Progress,* Part I; *Sir Roger de Coverley Papers;* Franklin's *Autobiography.*

Group III. (One to be selected).—Chaucer's *Prologue;* Selections from Spenser's *Faërie Queene;* Pope's *The Rape of the Lock;* Goldsmith's *The Deserted Village;* Palgrave's *Golden Treasury* (First Series), Books II and III.

Group IV. (Two to be selected.)—Goldsmith's *Vicar of Wakefield;* Scott's *Ivanhoe* and *Quentin*

Durward; Thackeray's *Henry Esmond;* Dickens's *Tale of Two Cities;* George Eliot's *Silas Marner;* Mrs. Gaskell's *Cranford;* Blackmore's *Lorna Doone;* Hawthorne's *House of Seven Gables.*

Group V. (Two to be selected.)—Irving's *Sketch Book;* Lamb's *Essays of Elia;* De Quincy's *Joan of Arc* and *English Mail Coach;* Carlyle's *Heroes and Hero Worship;* Emerson's Essays (Selected); Ruskin's *Sesame and Lilies.*

Group VI. (Two to be selected.)—Coleridge's *Ancient Mariner;* Scott's *Lady of the Lake;* Byron's *Mazeppa* and *Prisoner of Chillon;* Palgrave's *Golden Treasury* (First Series), Book IV; Macaulay's *Lays of Ancient Rome;* Poe's *Poems;* Lowell's *The Vision of Sir Launfal;* Longfellow's *Courtship of Miles Standish;* Arnold's *Sohrab* and *Rustum;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Browning's *Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel,* and *Pheidippides.*

(b) Study and Practice.—This part of the examination presupposes the thorough study of each of the works named below. The examination will be on subject-matter, form, and structure. In addition the candidate will be required to answer questions involving the essentials of English grammar, and

questions on the leading facts in those periods of English literary history to which the prescribed works belong.

The books set for this part of the examination are:

Shakespeare's *Macbeth;* Milton's *Lycidas, Comus, L'Allegro,* and *Il Penseroso;* Burke's *Speech on Conciliation with America,* or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration;* Macaulay's *Life of Johnson,* or *Carlyle's Essay on Burns.**

Books prescribed for reading and study in previous years will be accepted as satisfactory substitutes.

Candidates should be prepared, when called upon to do so, to cite illustrative extracts from any or all of the poems read.

The candidate's examination papers in all subjects will be regarded as a part of the test of her proficiency in English composition. Applicants will be allowed to present, as supplementary evidences of the nature of their preparatory work, but not as a substitute for the written tests, note-books and essays properly certified by their instructors.

No candidate will be admitted whose work is seriously defective in spelling, punctuation, grammar, or paragraph structure. For preparation in grammar, rhetoric, and composition, the following books are recommended: C. A. Smith's *Our Language;* Davenport and Emerson's *Principles of English Grammar;*

*These masterpieces are published in good, cheap editions by Macmillan, Ginn, Holt, and other publishing houses.

Scott and Denney's *Composition-Rhetoric;* A. S. Hill's *Foundations of Rhetoric;* Genung's *Outlines of Rhetoric;* Newcomer's *Rhetoric;* Newcomer and Seward's *Rhetoric in Practice.*

HISTORY (1 Unit)

The candidate may elect any one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the more ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) French history, with especial reference to such general features of European history as feudalism, the church, the reformation, etc.

(c) English history, with reference to the social as well as the political development.

(d) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England,* or West's *Ancient History;* to have acquired a sufficient historical vocabulary to enable her to read the more advanced

works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work. Roman history is recommended as affording the best preparation for the freshman course.

MATHEMATICS (3 Units)

(a) Algebra.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions, ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents;

the formulas for the nth term and the sum of the terms of arithmetical and geometrical progressions, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) Plane Geometry.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

LATIN (4 Units)

Latin Grammar.—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

Latin Composition.—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

Caesar.—Any four books of the *Gallic War,* preferably the first four.

Cicero.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

Virgil.—The first books of the *Æneid,* and so much prosody as relates to accent, versification in general, and dactylic hexameter.

Advanced Prose Composition, consisting of continuous prose of moderate difficulty based on Cicero.

Sight Translation of Prose of no greater difficulty than the easier portions of Cicero's orations.

GREEK (3 Units)

Greek Grammar and Composition.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis.*

Xenophon.—The first four books of the *Anabasis.*

Homer.—The first three books of the *Iliad* (omitting II., 494 to end), and the Homeric constructions, forms and prosody.

Advanced Prose Composition, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

Sight Translation of Prose of no greater difficulty than Xenophon's *Anabasis.*

FRENCH (3 Units or 1 Unit)

MINIMUM REQUIREMENT.—(1 unit).

(1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; (3) abundant easy exercises, designed not only to fix in the memory the form and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) writing French from dictation; memorizing prose; (5) the reading of from 300 to 350 duodecimo pages of graduated texts, of which about one-third should be in the dramatic form. Suitable texts can be chosen from the following: Bruno's *Le Tour de la France;* Labiche and Martin's *La Poudre aux Yeux* and *Le Voyage de M. Perrichon;* Le Brète's *Mon Oncle et Mon Curé;* Merimée's *Colomba;* Lamartine's *Graziella;* Daudet's *Contes Choisis* and *La Belle-Nivernaise;* Sarcey's *Le Siège de Paris;* Moineaux's *Les Deux Sourds; Roman d'un Jeune Homme Pauvre* (play); Ludovic Halévy's *L'Abbé Constantin* (play).

MAXIMUM REQUIREMENT.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 800 pages of French of ordinary difficulty, a portion to be in the dramatic and historical form;

constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; a thorough study of idioms and important points in syntax; writing from dictation. At the end of this course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, to understand simple spoken French, and to take notes in that language.

Suitable texts are: Augier and Sandeau's *Le Gendre de M. Poirier;* Canfield's French lyrics; Coppée's poems; Daudet's *La Belle-Nivernaise;* La Brète's *Mon Oncle et Mon Curé;* Hugo's *Hernani* and *Les Misérables;* Labiche's plays; Loti's *Pêcheur d'Islande;* Mignet's historical writings; George Sand's stories; Sandeau's *Mademoiselle de la Sieglière;* Scribe's plays; Thierry's *Recits des Temps Mérovingiens;* Thier's *L'Expédition de Bonaparte en Êgypte;* Vigny's *La Canne de Jonc,* etc., etc.

GERMAN (3 Units or 1 Unit)

Minimum Requirement.—(1 unit).

First Year: (1) Careful drill on pronunciation; (2) the memorizing of easy colloquial sentences; (3) drill on the rudiments of grammar, that is, on the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also on the use of the more common prepositions, the simpler

uses of the modal auxiliaries, and the elementary rules of syntax and order of words; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of about 200 pages of graduated texts, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Stories can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder;* Arnold's *Fritz auf Ferien;* Baumbach's *Die Nonna* and *Der Schwiegersohn;* Gerstäcker's *Germelshausen;* Heyse's *L'Arrabbiata, Das Mädchen von Treppi,* and *Anfang und Ende;* Hillern's *Höher als die Kirche;* Jensen's *Die braune Erica;* Leander's *Träumereien* and *Kleine Geschichten;* Seidel's *Märchen;* Stökl's *Unter dem Christbaum;* Storm's *Immensee* and *Geschichten aus der Tonne;* Zschokke's *Der Zerbrochene Krug.*

Good plays adapted to the elementary courses are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps: Benedix's *Der Prozess, Der Weiberfeind,* and *Günstige Vorzeichen;* Elz's *Er ist nicht eifersüchtig;* Wichert's *An der Majorsecke;* Wilhelmi's *Einer muss heiraten.* It is

recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter would be Andersen's *Märchen* or *Bilderbuch*, or Leander's *Träumereien,* to the extent of, say, forty pages. After that, such a story as *Das Kalte Herz;* or *Der Zerbrochene Krug;* then *Höher als die Kirche,* or *Immensee;* next, a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess.*

Maximum Requirement.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 500 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes oral and sometimes written, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill on the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise on word-order and word-formation.

Suitable reading matter can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein;* Freytag's *Die Journalisten* and *Bilder aus der Deutschen Vergangenheit,*—for example, *Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Freidrich's des Grossen;* Fouqué's *Undine;* Gerstäcker's *Irrfahrten;* Goethe's *Hermann und Dorothea* and *Iphigenie;* Heine's poems and *Reisebilder;*

Hoffmann's *Historiche Erzählungen;* Lessing's *Minna von Barnhelm;* Meyer's *Gustav Adolf's Page;* Moser's *Der Bibliothekar;* Riehl's *Novellen,*—for example, *Burg Neideck, Der Fluch der Schönheit, Der Stumme Ratsherr, Das Spielmannkind;* Rosegger's *Waldheimat;* Schiller's *Der Neffe als Onkel, Der Geisterseher, Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Balladen;* Scheffel's *Der Trompeter von Säkkingen;* Uhland's poems; Wildenbruch's *Das edle Blut.*

At the end of this course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of language, including syntax and word-formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. (*)

CHEMISTRY (1 Unit)

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the

(*) These requirements follow the recommendations of the Committee of Twelve of the Modern Language Association.

three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. (†) Every candidate must present at the time of, and as a part of, the examination in chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.

PHYSICS (1 Unit)

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

BOTANY (1 Unit)

The preparation in botany should cover at least one full session, and should include individual laboratory work. The course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The

(†) In Document No. 20 of the College Entrance Examination Board may be found a list of sixty-four experiments adapted to the high school course.

natural history of the plant groups, and classification. For further details see Document No. 20 of the College Entrance Examination Board already referred to.

CERTIFICATES

The college will accept, instead of examinations, certificates from schools doing standard college preparatory work, whose pupils are admitted on certificate to other colleges of the first rank. Application for admission on certificate should be made to the President, and should be accompanied by a full statement of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

ADMISSION TO SPECIAL COURSES

Students who do not intend to be candidates for degrees may, under some circumstances, offer other subjects for entrance than those outlined above. Such students will need to make special arrangements with the President and take examinations or present certificates as required.

ADMISSION TO ADVANCED STANDING

Students will be admitted to the sophomore, junior, or senior class upon presentation of certificates from other colleges of recognized standing or upon examination. No student will be allowed to graduate with less than one year of residence work.

DEGREES

The A. B. degree is the only degree given at present.

COURSES OF INSTRUCTION

SUB-FRESHMAN COURSES

ENGLISH

Course 1.

(a) Composition.

A thorough review of the laws of English grammar and syntax; elementary work in narrative and descriptive writing and letter writing; drill in the structure of the paragraph and the sentence.

Frequent short papers are required, based upon the suggestions given in the text-book, Lockwood and Emerson's *Composition and Rhetoric.*

(b) Literature.

A careful study of the following books: Lowell's *The Vision of Sir Launfal;* Tennyson's *Gareth and Lynette, Lancelot and Elaine,* and *The Passing of Arthur;* Scott's *Ivanhoe* and *The Lady of the Lake;* Coleridge's *Ancient Mariner;* Shakespeare's *The Merchant of Venice;* and *The Sir Roger de Coverley Papers* in *The Spectator.*

Course 2.

(a) Composition.

A review of punctuation; work in the planning and building of the theme; thorough drill in the structure of the paragraph and the sentence.

The text-book is Scott and Denney's *Composition-Literature.* The student is required to put into practice the principles set forth in this book, by short weekly papers and by occasional longer critical papers on subjects suggested by the literary work of the course.

(b) LITERATURE.

A careful study of the following books: Macaulay's Essays, *Addison* and *The Life of Johnson;* Irving's *Life of Goldsmith;* Milton's *L'Allegro, Il Penseroso, Lycidas,* and *Comus;* Shakespeare's *Julius Cæsar, Macbeth;* Eliot's *Silas Marner;* Washington's *Farewell Address;* and Webster's *First Bunker Hill Oration.*

HISTORY

Course 1.

English history. The text-books are Gardner's *School History of England* used in connection with Gardner's *Advanced History of England* and Gardner's *Atlas of English History.* Other books used in connection with the course are: Cheney's *History of England;* Coman and Kendall's *History of England;* and Coman's *Source Book of English History.*

Much emphasis is laid on a study of geography in connection with the work in history. Throughout the course written outlines are required.

Course 2.

Ancient history, with special reference to Greek and Roman history, including a short introductory

study of the more ancient nations, and of the chief events of the Middle Ages until the death of Charlemagne. The text-book used is West's *Ancient History*. Special reading is required on the subjects of the mythology, art, literature, and customs of the periods studied. Individual reports are given by the students on the lives of the greatest men.

MATHEMATICS

Course 1.

Algebra.—Radicals and theory of exponents; quadratics and beyond; quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the *n*th term and the sum of the terms of arithmetical and geometrical progressions, with applications. Pupils are required to solve numerous problems which involve putting questions into equations. Graphical methods and illustrations, particularly in connection with the solution of equations, are used. The text used for 1908-09 is Wells's *Algebra for Secondary Schools*.

Course 2.

Plane Geometry.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons;

areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces. The text used in 1908-09 is Shultze and Sevenoak's *Plane and Solid Geometry.*

LATIN

Course 1.

Cicero.—The four orations against Catiline, Archias, the Manilian Law. Prose composition, consisting of continuous prose of moderate difficulty based on Cicero, is given throughout the year.

Course 2.

The first six books of the *Æneid,* with a study of accent, versification in general, and, especially, dactylic hexameter.

Bennett's texts and grammar are used in both Course 1 and Course 2.

FRENCH

Course 1.

Drill in pronunciation; the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the inflection of adjectives, participles and pronouns, the use of personal pronouns, common adverbs, prepositions, and conjunctions; many exercises in translating from French to English and from English to French; reading of about 200 duodecimo pages of simple French; dictation. Aldrich and Foster's *Elements of French* is

used as a text-book for the study of French grammar, and Kuhn's *Beginner's French Reader* is used for the reading.

Course 2.

Fraser and Squair's Grammar; reading of *Le Voyage de M. Perrichon; Mon Oncle et Mon Curé, Contes et Nouvelles* (second series, Lazare), *L'Abbé Constantin* (the play); dictation, composition, memorizing prose and verse.

Course 3.

Vreeland and Koren's Composition; reading of *Pêcheur d'Islande, Le Gendre de M. Poirier, Le Luthier de Crémone et le Trésor, Contes Choisis de Maupassant, Prise de la Bastille;* Canfield's French lyrics; *résumés;* oral practice.

GERMAN

Course 1.

(1) Careful drill on pronunciation; (2) the memorizing of easy colloquial sentences; (3) drill on the rudiments of grammar, that is, on the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also on the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and order of words; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms

of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Course 2.

(1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations on the matter read and also in the off-hand reproduction, sometimes oral and sometimes written, of the substance of short and easy selected passages; (3) continued drill on the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and secondly, to state her knowledge correctly in the technical language of grammar.

Stories are selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder;* Arnold's *Fritz auf Ferien;* Baumbach's *Die Nonna* and *Der Schwiegersohn;* Gerstäcker's *Germelshausen;* Heyse's *L'Arrabbiata, Das Mädchen von Treppi,* and *Anfang und Ende;* Hillern's *Höher als die Kirche;* Jensen's *Die braune Erica;* Leander's *Träumereien* and *Kleine Geschichten;* Seidel's *Märchen;* Stökl's *Unter dem Christbaum;* Storm's *Immensee* and *Geschichten aus der Tonne;* Zschokke's *Der Zerbrochene Krug.*

Course 3.

Drill in grammar and in putting English into German are continued. Selections for reading are taken from the following:

Andersen's *Märchen* or *Bilderbuch,* or Leander's *Träumereien, Das Kalte Herz; Der Zerbrochene Krug; Höher als die Kirche, Immensee;* a good story by Heyse, Baumbach, or Seidel; *Der Prozess.*

Note.—Course 1 in either French or German is given each year. These courses are not both given the same year, but they are given in alternate years. In 1909-10 Course 1 in German will be given and Course 1 in French will not be given.

PHYSICS

Elementary Physics.

This course deals with the elements of physics as presented in any standard text-book. The text and laboratory manual edited by Professors Millikan and Gale are used.

Explanations, demonstrations and quizzes are given in the classroom in such a way as to familiarize the student with the methods of physical investigations, and to teach her to think accurately and independently.

COLLEGIATE COURSES

It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D, History and Economics; E, Mathematics and Physics; F, Science.

Candidates for the degree of A. B. must complete sixty-one hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree. All students taking less than ten hours a week will be ranked as specials. Although there are two or three slight exceptions, each course contains

thirty-one hours of required work, and thirty hours of elective work.

The thirty-one hours of required work are distributed as follows: Sixteen hours in the freshman year, nine hours in the sophomore year, three hours in the junior year, and three hours in the senior year.

The thirty hours of elective work are distributed as follows: Three hours of limited elective work in the sophomore year, six in the junior year, and six in the senior year; three hours of free elective work in the sophomore year, six hours in the junior, and six in the senior year.

No student will be allowed to take any elective course without the consent of the head of the department in which the subject is elected.

OUTLINE OF COURSES OF STUDY

COURSE A (*English*)	Hours	COURSE B (*Modern Languages*)	Hours	COURSE C (*Ancient Languages*)	Hours
FRESHMAN		**FRESHMAN**		**FRESHMAN**	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French I or German I	3	French I or German I	3	French I or German I	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3	Biology I or Chemistry I	3
Hygiene I	1	Hygiene I	1	Hygiene I	1
SOPHOMORE		**SOPHOMORE**		**SOPHOMORE**	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French II or German II	3	French II or German II	3	French II or German II	3
Latin II or German V or VI or French V or VI or Greek I or II	3	German V or VI or French V or VI	3	Greek I or II	3
Elective	3	Elective	3	Elective	3
JUNIOR		**JUNIOR**		**JUNIOR**	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
English	3	French III or German III	3	Latin	3
Any Language	3	German VI or I or French VI or I	3	Greek	3
Elective	6	Elective	6	Elective	6
SENIOR		**SENIOR**		**SENIOR**	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
English	3	French or German (adv.)	3	Latin (adv.)	3
Any Language	3	German or French (adv.)	3	Greek (adv.)	3
Elective	6	Elective	6	Elective	6

The Roman numerals refer to courses as numbered in the description of collegiate courses as given on pages 44-65.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

OUTLINE OF COURSES OF STUDY—Continued

COURSE D (*History and Economics*)	Hours	COURSE E (*Mathematics & Physics*)	Hours	COURSE F (*Science*)	Hours
FRESHMAN		**FRESHMAN**		**FRESHMAN**	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Mathematics I	3	Mathematics I	3	Mathematics I	3
French I or German I	3	French I or German I	3	French I or German I	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3	Biology I or Chemistry I	1
Hygiene	1	Hygiene I	1	Hygiene I	
SOPHOMORE		**SOPHOMORE**		**SOPHOMORE**	
English II	3	English II	3	English II	3
History II	3	Mathematics III	3	French II or German II	3
French II or German II	3	Physics I or II	3	Biology II or IV or Chemistry II and III	3
Any Language	3	French II or German II	3	A Second Science	3
Elective	3	Elective	3	Elective	3
JUNIOR		**JUNIOR**		**JUNIOR**	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
History or Economics	3	Mathematics or Physics	3	Biology or Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6
SENIOR		**SENIOR**		**SENIOR**	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
History or Economics	3	Physics or Mathematics	3	Biology or Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6

The Roman numerals refer to courses as numbered in the description of collegiate courses as given on pages 44-65.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

COLLEGIATE COURSES

PHILOSOPHY

PRESIDENT BENEDICT.

I. PSYCHOLOGY. This course aims to give the student a grasp of mental facts, the power to analyze them, and an idea of their classification. It presents the science of psychology as a basis for the further study of philosophy. Titchener's *Outlines of Psychology* is used as a text, and collateral reading is carried on throughout the course in the works of James, Ladd, Sully, Külpe, Stout, Murray, Angell, and others.

Three hours a week. One semester. Required for junior work in all courses.

II. ETHICS. This course aims to give the student a grasp of ethical problems and to lead to a solution of them by a critical study of historical ethical theories. Seth's *Study of Ethical Principles* is used in connection with Fite's *Introductory Ethics,* and reading is required from the works of Martineau, Sidgwick, and others.

Three hours a week. One semester. Required for junior work in all courses.

III. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. This course aims to trace the movements of philosophic thought, beginning with the Greeks and going through the period of the Middle Ages.

Three hours a week. One semester. Required for senior work in all courses.

IV. History of Modern Philosophy. This course is a continuation of Course III, which is a prerequisite.

Three hours a week. One semester. Required for senior work in all courses.

*V. Introduction to Philosophical Theory. This course aims to give the student a comprehension of the central philosophical problems, of the main theories for their solution, and of the tendencies of present-day philosophic thought.

Three hours a week. One semester. Senior elective.

*VI. Logic. This course comprises a study of the psychological facts of the thought processes and shows their forms of working as treated in both deductive and inductive logic.

Three hours a week One semester. Junior and senior elective.

*VII. Æsthetics. This course comprises a study of the psychological basis of the æsthetic experience and of the theories regarding the objective grounds of æsthetic appeal.

Three hours a week One semester. Junior and senior elective.

*VIII. History of Education. This course

(*) All courses starred are not given at present, but will be given as soon as the growth of the advanced classes occasions a demand for them.

comprises a brief survey of the progress of educational ideals and educational forces and institutions throughout the progress of civilization.

Three hours a week One semester. Junior and senior elective.

ENGLISH

PROFESSOR MCBRYDE.

I. (*a*) Advanced rhetoric and composition and studies in structure and style, followed by a study of Macaulay, Carlyle and Ruskin.

Three hours a week. First semester.

(*b*) TENNYSON. Minor poems and *Idylls of the King.*

Three hours a week. Second semester.

Required in the freshman class in all courses.

II. (*a*) HISTORY OF ENGLISH PROSE FICTION.

Three hours a week. First semester.

(*b*) NINETEENTH CENTURY POETRY, with special reference to Byron, Shelley, and Keats.

Three hours a week. Second semester.

Both (*a*) and (*b*) are required in the sophomore class in all courses.

III. (*a*) SELECTED PLAYS OF SHAKESPEARE. Three tragedies and three comedies.

Three hours a week. First semester. Junior elective.

(*b*) THE DEVELOPMENT OF THE ENGLISH EPIC, followed by a study of *Paradise Lost.*

Three hours a week. Second semester. Junior elective.

IV. (*a*) Anglo-Saxon, Grammar and Literature.

Three hours a week. Second semester. Senior elective.

(*b*) Chaucer. A study of the Prologue and of several of the Tales.

Three hours a week. Second semester. Senior elective.

BIBLICAL HISTORY AND LITERATURE

Professor Rollins.

I. Studies in the History and Literature of the Hebrews from the Earliest Times to the Age of the Maccabees.

Three hours a week. First semester. Junior and senior elective.

II. The Life and Teachings of Christ.

Three hours a week. Second semester. Junior and senior elective.

*III. The Life of Paul.

A study of the life of Paul in connection with his epistles.

Three hours a week. First semester. Senior elective.

Open to students who have completed Courses I and II.

*IV. The History of the Bible.

A study of the history of the canon of the Old and New Testaments, and of the various translations of the Bible,—in short, a history of the Bible in the church.

Two hours a week. Second semester. Senior elective.

*V. Comparative Religion.

A study of some of the great religions of the world and a comparison of each with Christianity.

One hour a week. Second semester. Senior elective.

FRENCH

Miss Cole.

I. A course for the general enlargement of the student's vocabulary. Reading is from the following: Hugo's *Poems, Les Misérables* or *Quatre Vingt Treize;* Balzac's *Les Chouans;* St. Beuve's *Sept Causeries de Lundi;* Pailleron's *Le Monde où l'on s'ennuie;* Rostand's *L'Aiglon* or *Cyrano de Bergerac;* Loti's *Selections.* Difficult sight translation chosen from contemporary novelists, poets, and essayists, and from current newspapers and magazines.

Weekly reproductions or compositions. Review of important points in grammar.

Special study of idioms and use of modal auxiliaries.

Three hours a week. One year. Required in the freshman year of all who have offered French as a

second language for entrance. Required in the junior year in Course B of all who have offered French as a third language for entrance. Junior or senior elective in Courses A, C, D, E, F.

II. Study of the literature and society of the seventeenth century. Lectures in French on which the student is required to take notes and to submit note-books at stated intervals. The reading, done partly in class and partly by private study, on which tests will be held from time to time, will be on the following: Corneille's *Le Menteur, Polyeucte, Le Cid;* Racine's *Esther, Athalie, Phèdre, Andromaque, Iphigénie;* Molière's *Les Prècieuses Ridicules, Les Femmes Savantes, L'Ecole des Femmes, Le Misanthrope, Les Fourberies de Scapin, Le Bourgeois Gentilhomme;* Mme. de Maintenon's *Extraits sur l'Education des Filles;* Madame de Sévigné's *Lettres;* Fénelon's *Traité de l'Education des Filles;* La Fontaine's *Fables;* La Bruyère's *Les Caractères;* La Rochefoucauld's *Maximes;* Mason's *Women of the French Salons;* Voltaire's *Siècle de Louis XIV;* Crane's *La Société française au dix septième siècle;* Lanson's *Histoire de la Littérature Française;* Warren's *French Prose of the 17th Century;* Pellissier, Lintilhac, Brunetière (reference).

Three hours a week. One year. Required in the sophomore year of all who have offered French as a second language for entrance. Senior elective in Courses A, C, D, E, F.

III. (*a*) Study of the literature and society of

the eighteenth century. The same method is used here as in Course II. Reading is from the following: Massillon's *Petit Carême;* Montesquieu's *Lettres Persanes,* selected; Marivaux's *La Seconde Surprise de l'Amour* and *Le Jeu de l'Amour et du Hasard;* Regnard's *Le Joueur;* Beaumarchais's *Barbier de Séville;* Le Sage's *Crispin, Turcaret,* selections from *Gil Blas;* Rousseau, Bouffon, Diderot's *Pages Choisies;* Voltaire's *Lettres;* Lanson's *Choix de Lettres du XVIII^e Siècle;* Crane's *Scènes de la Révolution Française;* Faguet, Lanson, Pellissier, Brunetière (reference).

Three hours a week. One year. Junior elective. Given in 1908-09.

(*b*) Study of the literary movements of the nineteenth century in France in the *genres* of drama, novel, lyric, poetry, and criticism. Authors studied will be Chateaubriand, Mme. de Staël, De Musset, Lamartine, Hugo, De Vigny, Gautier, Sand, Dumas, Balzac, Flaubert, Maupassant, Daudet, Goncourt, Zola, Le Conte de Lisle, Sully-Prudhomme, De Herédia, Coppée, Dumas, *fils,* Augier, Renan, Taine, St. Beuve, Le Maître.

Three hours a week. One year. Junior elective. Given alternately with III (a). Given in 1909-10.

*IV. Introduction to the Literature of the Middle Ages and to that of the Renaissance. Texts read: *Chanson de Roland;* Chrétien de Troies's *Cligès;* Aucassin et Nicolette; Bartsch and Horning's *Chrestomathie;* Montagne's *Essais;* Rabelais's *Selections;* Ronsard and the Pléiade.

Careful study of the grammatical forms incidental to reading, lectures, private reading.

Three hours a week. One year. Senior elective.

V. Kuhn's *French Reader; Le Voyage de M. Perrichon; La Mare au Diable; Graziella; Contes de Daudet.*

Grammar, Aldrich & Foster's *Foundations of French.*

Dictation, memorizing passages in prose; conversation based on *tableaux muraux.*

Four hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.

VI. Augier's *Le Gendre de M. Poirier;* Michelet's *Prise de la Bastille;* Canfield's *French Lyrics;* Coppée's *Le Luthier de Crémone et Le Tresor;* Loti's *Pêcheur d'Islande;* Hugo's *Les Misérables;* Hernani.

Grammar, Fraser and Squair's, abridged.

Composition, *résumés,* dictation, memorizing passages in prose and poetry.

Three hours a week. One year. Required in the sophomore year in Course B of all who have offered French as the third language for entrance. Sophomore, junior, and senior elective in Courses A, C, D, E, F.

GERMAN

Professor Humphreys.

I. Lessing's *Nathan;* Schiller's *Balladen;* Heine's Poems; Grillparzer's *Der Traum ein Leben;* Fulda's *Der Talisman;* Goethe's Poems, *Egmont.*

Advanced sight translation, grammar work, and composition.

Three hours a week. One year. Required in the freshman year of all who have offered German as a second language for entrance. Required in the junior year in Course B of all who have offered German as a third language for entrance. Junior and senior elective in Courses A, C, D, E, F.

II. Goethe's *Iphigenie, Faust* (I and II); Wenckebach's *Meisterwerke des Mittelalters;* Scherer's *Geschichte der deutschen Litteratur;* Kleinpaul's *Das Fremdwort in Deutschen;* Lessing's *Laokoön;* Jiriczek's *Deutsche Heldensage.* Essays on themes assigned.

Three hours a week. One year. Required in the sophomore year of all who have offered German as a second language for entrance. Senior elective in Courses A, C, D, E, F.

*III. (*a*) Geschichte der deutschen Sprache; Deutsche Metrik.

(*b*) German literature in the nineteenth century.

Three hours a week. One year. Junior elective.

*IV. Middle High German.

Paul's *Mittelhochdeutsche Grammatik;* Bartsch-Golther's *Deutsche Liederdichter des 12-14 Jahrh;* Golther's *Der Niebelungle Nôt;*

or

Old High German and Gothic.

Schauffler's *Althochdeutsche Litteratur; Mit*

Grammatik; Braune's *Gotische Grammatik;* Jautzen's *Gotische Sprachdenkmaeler.*

Two hours a week. One year. Senior elective.

*V. Short course. Courses V and VI are college courses covering the amount of work required for entrance to Course I.

Andersen's *Bilderbuch ohne Bilder;* Zschokke's *Der Zerbrochene Krug;* Baumbach's *Der Schwiegersohn;* Wichert's *Als Verlobte empfehlen sich;* Joynes-Meissner's *Grammar;* Wesselholft's *Composition.*

Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.

*VI. Short course, continued.

Benedix's *Die Hochzeitsreise;* Lessing's *Minna von Barnhelm;* Goethe's *Hermann und Dorothea;* Schiller's *Wilhelm Tell* and *Die Glocke;* Heine's *Die Harzreise;* Pope's *German Composition.*

Three hours a week. One year. Required in the sophomore year in Course B of all who have offered German as a third language for entrance. Sophomore, junior, and senior elective in Courses A, C, D, E, F.

ANCIENT LANGUAGES

MISS FRASER.

LATIN

I. Livy, Books 21-22 (abridged edition); *Rome* and *Carthage,* R. B. Smith; Horace, Selections from *Odes* and *Epodes;* Latin writing, exercises based mainly on Cicero.

Four hours a week. One year. Required in freshman year of Courses A, B, and C.

II. Latin poetry. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus, Virgil, *Eclogues* and one of the *Georgics.*

Three hours a week. One year. Required in sophomore Courses B and C.

III. Plautus's *Captivi;* Terence's *Phormio;* Lucretius's *De Rerum Natura;* Mackail's History of Latin Literature.

Three hours a week. One year. Given alternately with Course IV. Given in 1908-09.

IV. Pliny's selected *Letters;* Juvenal; Martial; Tacitus's *Germania* and *Agricola;* Capes's Early Empire.

Three hours a week. One year. Given alternately with Course III. Given in 1909-10. III or IV is required in junior year of Course C. Both are junior and senior electives.

*V. Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia.*

Three hours a week. One semester. Junior and senior elective.

*VI. Latin Composition.

One hour a week. One year. Junior and senior elective.

*VII. Roman Antiquities.

Two hours a week. One year. Junior and senior elective.

*VIII. Historical Grammar of the Latin Language.

Three hours a week. One semester. Senior elective.

GREEK

*I. Elementary Greek, Forman's First Greek Book; Essentials of Grammar; Simple exercises in Composition; Xenophon's *Anabasis,* four books; Sight Reading from the New Testament.

Five hours a week. One year.

*II. Lysias's Selected *Orations;* Plato's *Apology* and *Crito;* Prose Composition; History of Greek Literature.

Four hours a week. One year. This course or Course III required in sophomore year of Course C.

*III. Demosthenes's Three *Philippics;* Plato's *Phædo.*

Three hours a week. One year. Required in sophomore or junior year of Course C.

*IV. Greek Drama; Euripides's *Iphigenia in Tauris;* Sophocles's *Œdipus Tyrannus;* Æschylus's *Prometheus Bound;* Aristophanes's *Frogs;* Aristotle's *Poetics.*

Three hours a week. One year. Junior or senior elective.

*V. Greek Tragedy: Aristotle's Theory of Tragedy; Æschylus's *Agamemnon;* Sophocles's *Œdipus Coloneus* and *Antigone;* Euripides's *Hippolytus.*

Three hours a week. One year. Junior or senior elective.

*VI. Thucydides's *Sicilian Expedition;* Herodotus's *Persian War.*

Three hours a week. One semester. Junior and senior elective.

*VII. Prose composition.

Three hours a week. One semester. Junior and senior elective.

*VIII. Greek Life; History of Greek Art. Text-books and lectures.

Three hours a week. One semester. Junior and senior elective.

HISTORY

Miss Sparrow.

I. General European History.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the Medieval Empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

Three hours a week. One year. Required in the freshman year of all courses.

II. History of the Renaissance.

This course contains, first, the political history of Europe during the fourteenth, fifteenth, and six-

teenth centuries, with the quickened life of the people as it manifested itself in art, letters, science and discovery. Second, it covers the Reformation and the Reaction.

Lectures dealing with special phases of the Renaissance of literature, of art, of music, of science, and of conscience, will be given in this course by members of the faculty of other departments.

This course presupposes Course I.

Three hours a week. One year. Required in the sophomore year of all courses.

III. English Constitutional History.

The aim of this course is to show, first, the government and customs of the Anglo-Saxons; second, the development of constitutional government from the Norman Conquest to the present day. The more important chronicles, statutes, and documents are studied.

Three hours a week. One year. Junior and senior elective.

This course alternates with Course IV.

IV. United States History.

Three hours a week. One year. Junior and senior elective.

This course alternates with Course III.

*V. The Principles of Economics.

Three hours a week. One year. Junior and senior elective.

MATHEMATICS

Associate Professor Patteson.

I. (*a*) Solid and Spherical Geometry.

(*b*) Algebra and Plane Trigonometry.

Four hours a week during the year. Required in freshman work of Courses E and F.

II. Advanced Algebra.

Open to students who enter without conditions in mathematics.

Two hours a week throughout the year.

III. Conic Sections and Plane Analytical Geometry.

Open to students who have completed Course I.

Three hours a week throughout the year.

IV. Elementary Differential and Integral Calculus.

Open to students who have completed Course III.

Three hours a week throughout the year.

V. Projective Geometry.

Open to students who have completed Course III.

Three hours a week throughout the year.

*VI. History of Mathematics.

Open to students who have completed Course IV.

Twice a week throughout the year.

CHEMISTRY

Miss Guion.

I. Descriptive Inorganic Chemistry.

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all occasions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Course VII of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly to furnish accurate knowledge of the underlying principles of chemistry as an indispensable precedent to its rational application to any problem.

Lectures, three hours a week. Laboratory work, six hours a week. One year.

II. Qualitative Analysis.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge

is then tested by practical application to the analyses of unknown substances.

Prerequisite, Course I.

Lectures, three hours a week. Laboratory, six hours a week. First semester.

III. Quantitative Analysis.

Quantitative analysis includes simple experiments in both volumetric and gravimetric determinations and the study of the reactions involved therein.

Prerequisites, Courses I and II.

Lectures, three hours a week. Laboratory work, six hours a week. Second semester.

*IV. Organic Chemistry.

This course is a study of carbon and its compounds with special reference to their practical uses.

Lectures, three hours a week. Laboratory work, six hours a week. One year.

Prerequisites, Courses I, II and III.

Junior and senior elective.

*V. Historical and Theoretical Chemistry.

Prerequisites, Courses I, II and III.

Lectures, three hours a week. One year.

Junior and senior elective.

BIOLOGY

I. General Biology.

This course aims to teach the fundamental facts and principles of biology, while offering a comprehensive view of animal and plant life and giving the

student an intimate acquaintance with some common forms. The lectures present a general survey of biological science. The work of the first semester in laboratory and field deals with animals, beginning with studies upon local arthropods in which are developed the elementary principles of morphology, ontogeny, physiology, ecology and classification; followed by brief type-studies upon the other animal phyla. The work of the second semester deals in a similar way with plants; taking up, chiefly, the flowering plants and, more briefly, a few lower forms.

Lectures, three hours a week. Laboratory, library and field work, six hours. One year.

II. Zoölogy.

Course I is a prerequisite except by special arrangement.

In this course a comparative study is made of the main groups of animals, approached by means of laboratory work upon selected representatives, followed by lectures on the group.

Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.

Courses II and IV are given in alternate years.

*III. Comparative Anatomy of Vertebrates.

Prerequisites, Course II.

This course is intended for students of general zoölogy as a supplement to Course II and for prospective students of medicine as a broad foundation for the study of human anatomy.

Lectures, three hours a week. Laboratory work, six hours. One semester. Elective.

Courses III and V will be given in alternate years.

IV. Botany.

Course I is a prerequisite except by special arrangement.

This course deals more especially with cryptogams. The laboratory work consists of the study of selected representatives of the main groups. The lectures present a comparative study of their morphology, reproduction, and evolution.

Lectures, three hours a week. Laboratory work, six hours. One year. Elective.

Courses IV and II are given in alternate years.

*V. Flowering Plants.

Prerequisite, Course IV.

This course deals with the development, gross and minute anatomy, ecology, physiology and classification of phanerogams.

Lectures, three hours a week. Laboratory work, six hours. One semester. Elective.

Courses V and III will be given in alternate years.

*VI. Vertebrate Embryology.

Prerequisite, Course III.

Lectures, three hours a week. Laboratory work, six hours. One semester. Elective.

Courses VI and VII will be given in alternate years.

*VII. Biological Laboratory Methods.

Prerequisites, Courses I and II or IV.

This course is designed for prospective teachers of biology and deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology in secondary schools.

Laboratory course, nine hours a week. One semester.

Courses VII and VI will be given in alternate years.

*VIII. Variation and Heredity.

Prerequisites, Courses I, II and IV.

This course presents the known facts with regard to evolution of species and analyzes the factors involved in the process of evolution.

Lecture and library course, three hours a week. One semester.

PHYSIOLOGY AND HYGIENE

Professor Harley.

I. Hygiene.

The human mechanism and personal hygiene. *First semester.*

House and municipal sanitation and the prevention of transmissible diseases. *Second semester.*

One hour a week. One year.

Required in freshman work of all courses.

II. Advanced Physiology.

This course includes a study of advanced physiology and lectures on practical nursing.

Two hours of class work and two hours of laboratory work. One semester. Junior and senior elective.

COURSES IN DOMESTIC SCIENCE

I. Food.

This course comprises the study of food principles, the buying, preparation, and serving of food, and the planning of menus.

One period a week, lecture.

Four periods a week, laboratory.

II. Clothing.

This course comprises the study of hand-sewing, including mending, darning, and patching; the drafting, cutting, fitting and making of undergarments and dresses of wash material. A study is made of the manufacture of the cloth used, and its value and fitness to purpose.

One period a week, lecture.

Four periods a week, laboratory.

III. Shelter.

This course comprises the study of house architecture, including the situation, surroundings and construction of the house; the study of the hygiene of the home, including water supply, drainage, heating, lighting, and ventilation; the study of house decoration and furnishing; the study of the organization of the household, the division of income and the cost of living, and the care of the house and family.

Two periods a week, lectures.

Two periods a week, laboratory.

The following courses are offered to students who wish to continue either Course I or II:

IV. Clothing.

Prerequisite, Course II in Clothing.

This course comprises the study of a simplified method of measuring, drafting, cutting, and fitting with absolute accuracy, shirt waists, and finishing them with care and neatness.

Four periods a week. One semester.

V. Clothing.

Prerequisite, Course II in Clothing.

This course comprises the study of the care of clothing, including the laundry of household and garment fabrics, the cleaning, pressing, storing, and packing of clothing. The economical planning of wardrobes is considered.

Four periods a week. Second semester only.

VI. Food.

Prerequisite, Course I in Foods.

This course is a continuation of Course I. The simple principles of dietetics, economy of foods, the relative digestibility of foods, are considered.

One period a week, lecture.

Four periods a week, laboratory.

*VII. Foods.

Advanced course, adapted to college students.

Prerequisites, Entrance credit in physics, Chemistry I, Chemistry II and III, Biology I.

This course comprises: (*a*) the study of the properties of the important food principles and the changes affected in manipulation, in fermentation, in digestion, and in the application of heat; (*b*) the study of the production, composition of food materials, the manufacture, methods of preservation, adulterations, and substitutions; (*c*) the study of the selection, preparation, and serving of foods.

Three hours a week. Lectures. One year.

Six hours laboratory work.

MUSIC

Miss Young. Mrs. Rollins.
Miss Gardner. Miss Salter.

THEORETICAL AND HISTORICAL COURSES

I. Elements of Music.

This course includes notation, rhythm, scales, intervals, simple part writing, elementary form, and musical appreciation. Ear training and keyboard exercises.

Two hours a week. One year.

Does not count towards the A. B. degree.

II. Harmony.

Chords, harmonizing of melodies, dissonances, cadences, modulation.

Two hours a week. One semester. Open to all who have completed Course I, or who have taken an equivalent amount of preparatory work. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.

III. Advanced Harmony.

Sequences, non-harmonic tones, organ point, altered and broken chords, modulation.

Two hours a week. One semester. Open only to those who have completed Course II. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.

IV. Counterpoint.

Two hours a week. One semester. Open to all who have completed the course in Harmony. Will

count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.

V. Analysis and Free Composition in Small Forms.

Two hours a week. One semester. Open to all who have completed Course IV. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.

VI. History of Music.

Music of the ancients, the Greek modes, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

Three hours a week. One semester.

Junior and senior elective.

VII. History of Music.

Study of the classic, romantic and modern schools of composition, history of instruments, and the lives of the great composers with practical illustrations from their works.

Three hours a week. One semester. Open to all who have completed Course V. Junior and senior elective.

Technical musical preparation is not essential to students wishing to enter Courses VI and VII. These courses are offered as a preparation for the intelligent hearing and appreciation of music.

The department is also prepared to offer courses in double counterpoint, canon, fugue, score reading, and the study of orchestral works.

PRACTICAL COURSES

These courses do not count toward the A. B. degree except in conjunction with theoretical Courses II, III, IV, and V.

Pianoforte.

Systematic training is given in thoroughly modern methods of technique and tone production, studies and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

Voice Culture.

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

Choral Singing.

Two courses in chorus work are offered:

(*a*) For students who have had no previous training.

(*b*) Glee Club work, for students able to read at sight and having suitable voices.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

ART

Miss McLaws.

HISTORIC COURSES

I. Ancient and Classic Art.

This course seeks through various forms of art expression to understand the ideals, activities and results of the lives of peoples in the evolution of civilization.

It studies the Egyptian, Indian, Chinese, Japanese, Greek, Roman, Saracenic and Byzantine types.

II. Medieval and Modern Art.

This course aims to understand the meaning and effect of the Renaissance on modern life.

It includes a study of Gothic art and the Renaissance as expressed in Italy, France, England, the Netherlands and the Colonial Period of the United States.

PRACTICAL COURSES

III. Elementary Drawing and Color Course.

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

IV. Design and Applied Course.

The theory of harmony in color, form and material is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

SPECIAL COURSES

Students may take special courses in music, art, or domestic science, subject to the general requirement stated below. They may take also special courses in any subjects which they are prepared to take, provided they have the consent of the heads of the departments in which they wish to work and of the President of the school.

GENERAL REQUIREMENT

All students are required to take the full amount of work unless excused by the faculty. The full amount of work consists of five full subjects, three of which must be subjects other than music, art, or domestic science.

GENERAL INFORMATION

EXPENSES FOR THE YEAR

Payable semi-annually in advance.

Checks should be made payable to *Sweet Briar Institute.*

Board, room, laundry	$300.00
Tuition	150.00
Music, vocal	75.00
Music, instrumental, including piano for practice	75.00
Extra charge for single room or for share in suite of rooms	50.00
Laboratory fee, for each course in chemistry, physics, biology, or domestic science	10.00
Lecture and church dues	10.00

Students are charged from $1.00 to $1.50 a day for care in the infirmary. In cases of prolonged or serious illness requiring the special care of a trained nurse, the cost of the nurse and nurse's board is charged to the student.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Students are charged for guests who take meals or remain over night on the campus.

Laundry, beyond the eighteen pieces allowed weekly, is charged for at regular prices.

Books, music, stationery, drugs, etc., are charged for at regular prices and may be obtained at the college.

Ten dollars must be paid upon applying for entrance. This will be credited to the student's account for the first half year, and will be forfeited by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

SCHOLARSHIPS

Several scholarships affording free tuition (which does not include the charge of $300.00 for board, room, and laundry) have been established for distribution in the State of Virginia. Students may be recognized as candidates only when actually residents of the state during at least one year next preceding their admission to the college. These scholarships are bestowed on the basis of examinations under the rules and regulations laid down by the President of the college, and are open only to applicants who are able to enter the freshman class without conditions. One scholarship, also paying tuition, is offered to those applying from any of the Southern States.

A scholarship is held also by each of the following schools:

The Lynchburg High School; The Norfolk High School; Miss Ellett's School, Richmond, Va.; Stuart Hall, Staunton, Va.

All scholarships are awarded for one year only, but may be held a second year if the student maintains a sufficiently high standard of scholarship.

The examinations for the scholarships for 1909-10 will be held June 3d and 4th at points most con-

venient for the applicants. Examinations will cover the subjects indicated in the catalogue as necessary for entrance to the freshman class. Specimen examination questions will be sent on request.

Application for examinations should be in the hands of the President before June 1st.

Blank forms of application will be sent on request.

Notice of place and time of examination will be sent to each applicant.

GOVERNMENT

The discipline of the school, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

RELIGIOUS LIFE

While not sectarian, the school emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every evening at seven o'clock. Church services are held every Sunday both morning and

evening. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered as follows:

(1) Studies in Old Testament Characters, *one year.*

(2) Studies in the Gospel of Mark, *one semester.*

(3) Studies in the Book of Acts, *one semester.*

A branch of the Young Woman's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

HEALTH

The health of the student is considered of prime importance. A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility for much out-door life, the exceptionally fine climate, the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

LECTURES AND CONCERTS

A number of lectures and concerts are held at the college each year. In 1908-09 the following lecturers delivered addresses:

Mrs. Philip Snowden, of England.

Dr. Arthur S. Cooley.

Professor Brander Mathews.

Concerts were given by:

The Schubert String Quartet.

The Olive Mead Quartet.

Miss Josephine Swickard, Soprano.

Mr. Anton Kaspar.

Lectures and concerts are given during the year by members of the faculty, and recitals are given by the music students and by the Glee Club.

CURRENT EVENTS

A volunteer class has been organized in connection with the history department to study the present-day conditions in connection with the events of the week.

RAILROAD CONNECTIONS

Sweet Briar is a flag station on the main line of the Southern Railroad, twelve miles north of Lynchburg (see map).

Connection may be made with the Southern Railroad at Lynchburg from the Chesapeake and Ohio and the Norfolk and Western railroads.

Several local trains a day stop at Sweet Briar.

MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. Laundry books containing laundry regulations and lists may be purchased at the college.

REGISTRATION

Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing subjects studied and amount of work covered in each subject; (3) registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

STUDENTS

Abrams, Marie.....Atlanta, Ga.
Atcheson, C. Elizabeth.....Linden Heights, O.
Atkinson, Clara.....Ithaca, N. Y.

Baylor, Elizabeth Waring.....Norfolk, Va.
Baylor, Rosalie Brooke.....Norfolk, Va.
Bell, Margaret Emily.....Bradford, Pa.
Bell, Martha Virginia.....Staunton, Va.
Bennett, Bertha Frances.....Muncie, Ind.
Blue, Virginia Howland.....Wheeling, W. Va.
Boley, Margaret F.....Cleveland, O.
Booth, Alma Wheeler.....Petersburg, Va.
Brazell, Maud D.....Newport, R. I.
Browning, Margaret Taylor.....Indianapolis, Ind.
Byers, Florence Rowe.....Hutchinson, Kan.

Carroll, Clara Beaumont.....Lynchburg, Va.
Catlett, Lucy Hunton.....Staunton, Va.
Chamberlain, Marie Elizabeth.....Elgin, Ills.
Chenoweth, Anna Elizabeth.....Indianapolis, Ind.
Cheyney, Alma Engebretson.....Tarpon Springs, Fla.
Clements, Grace Dill.....Fargo, N. D.
Cobb, Margaret Lucile.....Norfolk, Va.
Cobbs, Mary Elizabeth.....Montgomery, Ala.
Cocke, Elizabeth Preston.....Richmond, Va.
Cornwall, Esther Hazard.....Short Hills, N. J.
Cowgill, Kathleen Gordon.....Easton, Md.
Cumnock, Annie Whitney.....Anderson, S. C.
Cunningham, Jane Wonycott.....Amherst, Va.

Dalton, Margaret Louise.....Winston-Salem, N. C.
Davis, Annette.....Macon, Ga.
Dickinson, Gertrude Corinne.....Richmond, Va.
Downer, Julia.....Norfolk, Va.
Dunn, Lanier.....Hot Springs, Va.

Eaglesfield, Carina.....Indianapolis, Ind.
Effinger, Frances Smith.....Staunton, Va.
Ervin, Addie Celeste.....Richmond, Va.
Ervin, Mary Henrietta.....Richmond, Va.
Etheridge, Virginia Diana.....Norfolk, Va.

Fisher, Florence.....Indianapolis, Ind.
Fore, Cornelia.....Charlotte, N. C.
Furman, Eleanor Frances.....Greenville, S. C.

Gibbons, Hortense.....Houston, Tex.
Gibson, Ruth Anna.....Mount Vernon, N. Y.
Grammer, Elizabeth Maude.....Philadelphia, Pa.
Gray, Ellen Douglas.....Hague, Va.
Green, Janet Claramond.....Danville, Va.
Griffin, Eugenia Whyte.....Salem, Va.

Harris, Jean Overton.....Harrisonburg, Va.
Haskins, Helen Henrietta.....Richmond, Va.
Hayes, Ellen Van Valzah.....Bellefonte, Pa.
Haynes, Annie Laurie.....Richmond, Va.
Heims, Rosalind.....Indianapolis, Ind.
Hensel, Alberta Caven.....Haverford, Pa.
Hensel, Edwina Caven.....Haverford, Pa.
Hooper, Louise Maclaine.....Franklin, Va.
Hurt, Eva Lou.....Atlanta, Ga.
Hurt, Virginia.....Blackstone, Va.
Hurt, Maria Louise.....Blackstone, Va.
Hutter, Claudine.....Lynchburg, Va.
Hyslop, Edith Louise.....Norfolk, Va.

Johnson, Mary Aglionby.....Crescent, W. Va.
Johnson, Roxlena Critchfield.....Muskogee, Okla.
Jordan, Sarah Pendleton.....Memphis, Tenn.

Keller, Nelle.....Muncie, Ind.
Kincaid, Elizabeth.....Manila, P. I.
Koser, Margaret Janney.....Biglersville, Pa.
Krause, Emma Ernestine.....Lakewood, O.

Laird, Mary Goldsborough.....Greenville, Del.
Lane, Hazel Gardner.....Chicopee Falls, Mass.
Laurence, Barbara Mae.....Waverly, N. Y.
Lieber, Edith Sophia.....Indianapolis, Ind.

Mackay, Alma Elizabeth.....Passaic, N. J.
Markell, Catherine Eleanor.....Hagerstown, Md.
Matson, Frances Noyes.....Johnson City, Tenn.
Morriss, Emma Wilson.....Richmond, Va.
Murray, Josephine Wadsworth.....Johnstown, N. Y.
Murrell, Frances Payne.....Lynchburg, Va.

Neale, Mary Sadie.....Richmond, Va.
Needels, Eleanor Colby.....Centerville, Ia.

Olin, Lila Bess.....Montgomery, Ala.
Owens, Evelyn Courtney.....Winston-Salem, N. C.

Parker, Mary Virginia.....Franklin, Va.
Peele, Marion Latimer.....Portsmouth, Va.
Pinkerton, Mary Broughton.....Norfolk, Va.
Powell, Annie Marion.....Wytheville, Va.
Priddy, Mai Merriman.....Norfolk, Va.
Purdy, Helen Willcox.....New York, N. Y.

Richardson, Ann Louise.....Richmond, Va.
Ross, Ida Polk.....Mobile, Ala.

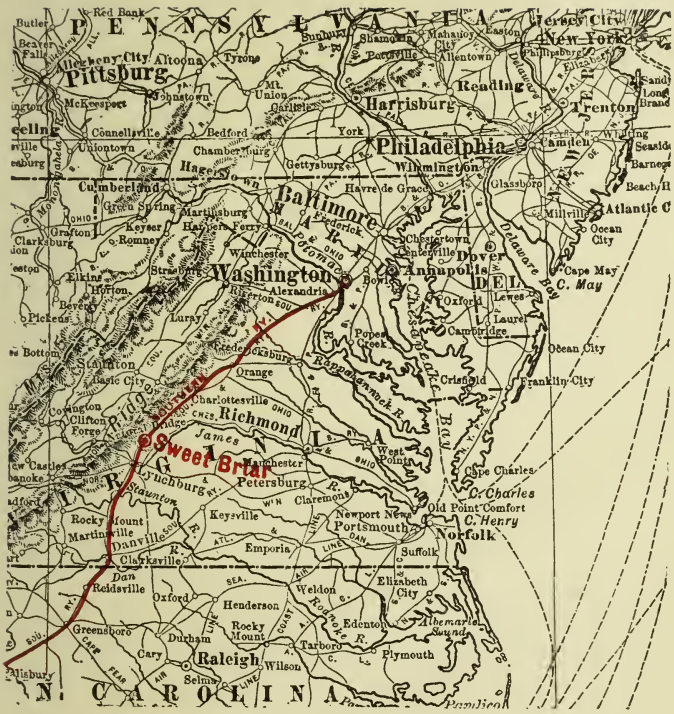
Scott, Anne Elizabeth.....Amherst, Va.
Scott, Mary Everett.....Amherst, Va.
Sexton, Lillian Kathleen.....Hazelhurst, Miss.
Shand, Barbara Catharine.....Narberth, Pa.
Shoop, Emma Virginia.....Suffolk, Va.
Sims, Lucy Winston.....Louisa, Va.
Sloan, Frances Swan.....Cumberland, Md.
Staley, Elizabeth Mary.....Hagerstown, Md.
Stewart, Margaret Elizabeth.....Wilkinsburg, Pa.

Thomas, Emma Ora.....Godfrey, W. Va.
Thomas, Margaret Hazel.....Godfrey, W. Va.
Tillman, Martha Washington.....Nashville, Tenn.
Turner, Emma Austin.....Orange, Va.

Valentine, Cary.....Richmond, Va.
Van Bibber, Ann Elise.....Huntington, W. Va.

Wagner, Mildred.....Wilkinsburg, Pa.
Wailes, Sadie.....Elsie, Va.
Weslow, Estelle Block.....Anderson, Ind.
White, Velna.....Hutchinson, Kan.
Williams, Irene Bethune.....Jackson, Mo.
Wilson, Loulie.....Rock Hill, S. C.
Winston, Elizabeth Boddie.....Winston, Va.

Zaegel, Elsie.....Sheboygan, Wis.



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